Incidence of systematic explicit instruction of metacognitive reading strategies on students' academic achievement

Prof. Graciela Adriana Lamas

National University of Salta - Orán, Argentina

Cognition

mental abilities

Blooms Taxonomy - Revised

Creating

Evaluating

Analyzing

Applying

Understanding

Remembering

Reading process: resorting to schemata (using background knowledge), recalling information from memory, making associations, comparing/contrasting different pieces of information, making inferences, and using text clues among others.
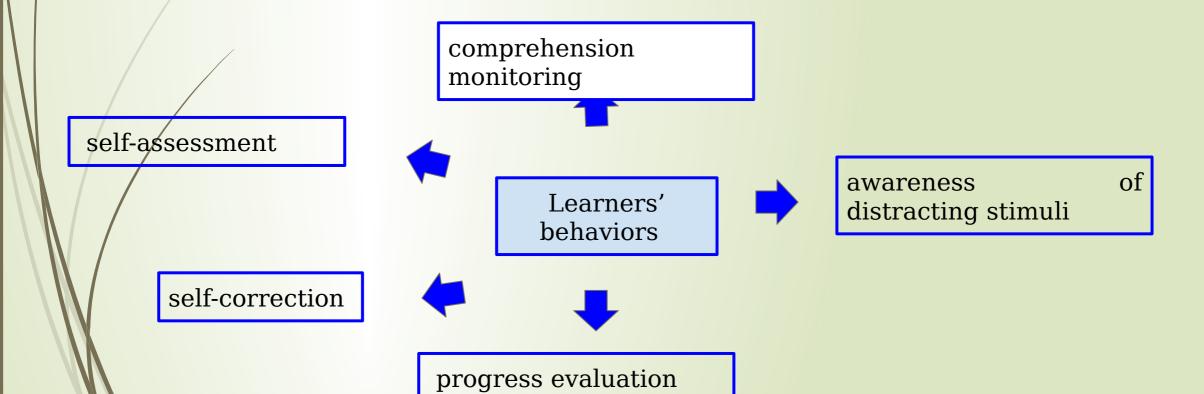
Metacognition

Meichenbaum (1985) "Metacognition refers to awareness of one's own knowledge—what one does and doesn't know—and one's ability to understand, control, and manipulate one's cognitive processes".

Metacognition in the reading process

Anderson (2005) defines it as a process that "concerns with learners' knowledge and their own cognitive resources, which involve behaviors such as predicting, self-questioning, paraphrasing, summarising, re-reading to clarify meaning...." .
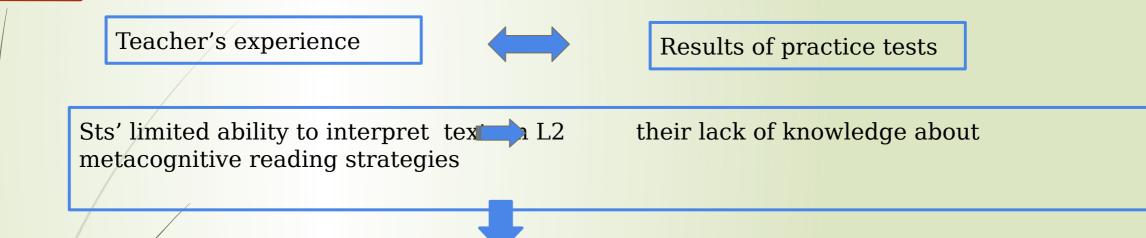
comprehension monitoring

self-assessment

Learners' behaviors

awareness of distracting stimuli

self-correction

progress evaluation

Relevance in the field of EFL

Metacognition awareness when reading for comprehension in L2

process

- think about their own reading process
- monitor their reading process
- use specific strategies

build knowledge, get meaning, solve lack of understanding, repair meaning, and so on.

Teacher's experience ⟷ Results of practice tests

Sts' limited ability to interpret text in L2 ⟶ their lack of knowledge about metacognitive reading strategies

⬇

Instructor's systematic explicit intervention

Fountas and Pinell (2000).
   "Teachers work to guide students to become more strategic thinkers by helping them understand the way they are processing information. Questioning, visualizing, and synthesizing information are all ways that readers can examine their thinking process.....metacognition literally means big thinking. You are thinking about thinking".

The Problem

Can students who attend a reading comprehension course in L2 at the Orán headquarters of the National University of Salta, get better academic achievement when reading field-based texts if they receive explicit instruction on metacognitive strategies?

The Hypothesis

If students are explicitly shown how to use metacognitive strategies, their academic outcomes when reading for comprehension will improve.

General aims

- To conduct research on metacognitive reading strategies to see the effects of explicit instruction on their academic achievement,
- To model metacognitive comprehension strategies explicitly,
- To enable students to become better readers and start using metacognitive strategies independently,
- To explore the field of language teaching and learning seen from the cognitive perspective.

Specific aims

- To provide students with systematic instruction on metacognitive strategies,

- To have students practice using such strategies with the instructor's support,
- To identify metacognitive strategies students resort to during the three phases of the reading process: pre-reading, while-reading and post-reading,

- To let students know they are expected to continue using the strategies when reading on their own in every class, either when practising or when being evaluated,
- To compare the results of the practice tests taken before and after introducing and raising awareness of metacognitive strategies,
- To describe the quali-quantitative results.

Participants

- 20-30 year-old university spanish speaking students from Orán and the surrounding areas such as Pichanal, Irigoyen, Colonia Santa Rosa, in the north-west of the province of Salta, in Argentina.
- attend the subject during a four-month period.
- Pre-A1/A1 - low level categories of the CEFR (2020) regarding the general reading comprehension levels.

Description of the project

- descriptive,quali-quantitative, process-oriented, small scale, subjective, phenomenologist, and quasi-experimental, prospective action research work
- controlled intervention.
- interventionist

Methodology

- the experimental group and the control group.
- complete a survey to determine their general level of English. (Appendix 1)
- read field-specific texts of around 200-250 words in English (L2)
- receive theoretical lexico-grammatical and discourse instruction during a two-hour class period
- first two months of instruction and evaluation, no systematic instruction on metacognition
- last two months deliberate systematic instruction on metacognition before each practice test.
- tests:continuous,cyclical: expository texts: definitions, descriptions, classifications and narrations and also, instructions and arguments

Data collection

A survey on the students' level of English (Appendix 1)

A survey on students general reading comprehension level based on the CEFR (2020). (Appendix 2)

A questionnaire: survey about students' metacognitive awareness on reading strategies. (Appendix 3)

Tests:

Fist five practice tests: taken to both groups, control and experimental,

Last five practice tests: control group: no instruction on metacognition; experimental group: explicit instruction on metacognition (Appendix 4 and 5)

The experimental group:

Step 1: role modelling: :the three the reading moments

Step 2: After the last five practice tests: a survey on metacognitive strategies (Appendix 4)

Step 3: Every two practice tests,survey on frequency each strategy is used (Appendix 5).Based on the information collected, the teacher-researcher will make a qualitative interpretation in relation to the strategies that are **most used, sometimes used and least used**.

The control group: no intervention

Tentative schedule

Tentative schedule	Practice tests	Metacognition instruction
august 18th	Practice test 1	**No explicit instruction on metacognition to any of the groups (control and experimental)**
august 25th	Practice test 2	
september 8th	Practice test 3	
october 6th	Practice test 4	
october 13th	Practice test 5	
october 20th	Practice test 6 Survey appendix 4	**Explicit instruction on metacognition to the experimental group**
october 27th	Practice test 7 Survey appendix 4 and 5	
november 3rd	Practice test 8 Survey appendix 4	
november 10th	Practice test 9 Survey appendix 4 and 5	
november 17th	Practice test 10 Survey appendix 4	

2023
Qualitative and quantitative data interpretation.

FINAL REPORT

Data analysis and interpretation

Quantitative analysis

Marks/scores (in percentages): experimental group: quantitative analysis of the results

Qualitative analysis
Conclusions
● questionnaires
● surveys: metacognitive strategies and frequency of use
● level of achievement after introducing metacognitive strategies

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Prof. Graciela Adriana Lamas

National University of Salta - Orán, Argentina

gracielaadrianalamas@gmail.com

glamas@oran.unsa.edu.ar

Cel. +5493878579955